Key: 1=Not happening/implementing at all
   3=Happening but not consistently or widespread
   5=Full implementation/widespread across all contexts

Element	Score					Cluster Total
1. **Implement effective instruction for all learners** – A unified system of comprehensive service delivery requiring significant general and special education system change that meets the needs of all learners.	1	2	3	4	5	
2. **Intervene early** – All learners are screened through assessments several times per year, identifying learners who are not making expected progress. These learners are provided with targeted interventions and monitored for progress on an ongoing basis.	1	2	3	4	5	____/15
3. **Provide a multi-tiered model of instruction and intervention** – Levels of intervention will be used to meet the learning needs of all learners. Based on their performance, learners move fluidly between Levels.	1	2	3	4	5	
4. **Utilize a collaborative problem solving model** – A structured, systematic problem solving model based in general education to identify student learning needs, analysis of learning problems, and use of the analysis to guide instructional decisions.	1	2	3	4	5	___/5
5. **Assure a research-based Core Curriculum (aligned with Michigan's state standards)** – The curriculum is aligned with the Michigan standards to ensure that learners are exposed to curriculum that has demonstrated effectiveness in meeting the learning needs of at least 80% of the student population.	1	2	3	4	5	___/15 Include #10 below
6. **Implement research/evidence-based, scientifically validated, instruction/interventions** – The district, school, and teachers use instruction/interventions that have been validated through research/evidence as having a substantial impact on student achievement.	1	2	3	4	5	

7. **Monitor student progress to inform instruction** – Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision making and impact what they are doing to improve student achievement.	1	2	3	4	5	
8. **Use data to make instructional decisions** – The district, school, and staff use data to guide all of their instructional decisions.	1	2	3	4	5	___/15
9. **Use assessments for three purposes: universal screening, diagnostics, and progress monitoring** – The staff uses an assessment screen the instructional needs of all learners. As learners are identified for more intensive instruction or interventions, the staff uses diagnostic assessments to identify the specific learning needs of all learners. The staff monitors the progress of the student to inform their ongoing decision making.	1	2	3	4	5	
10. **Implement with fidelity** – Staff implements instructional and/or intervention practices according to the intent of the research base.	1	2	3	4	5	See above
11. **Engage parents and community** – Parents and community are engaged and informed in the instructional process.	1	2	3	4	5	___/5

Essential Component Cluster's

Instruction/Intervention- #1, #2, #3

Problem Solving- #4

Implementation/Fidelity/Evidence Based Practices- #5, #6, #10

Data/Assessment- #7, #8, #9

Stakeholder Engagement- #11

Team Convergence/Divergence Chart

Take your teams highest and lowest scores and subtract the difference to get a range value

Essential Component Cluster	Circle your highest and lowest scores from any team member					Range Subtract highest from lowest
Instruction/Intervention- #1, #2, #3	1	2	3	4	5	
Problem Solving- #4	1	2	3	4	5	
Implementation/Fidelity/Evidence Based Practices- #5, #6, #10	1	2	3	4	5	
Data/Assessment- #7, #8, #9	1	2	3	4	5	
Stakeholder Engagement- #11	1	2	3	4	5	

Discussion

1. What cluster holds your teams' largest range in scores?
2. Is this surprising to your team?
3. How might this change your plan of action?
4. Do you feel like this is an honest reflection of your MTSS implementation state?